Priority Schools

Presented by:
Michigan Department of Education

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Overview of the Session

- What is a Priority School?

- How was our school identified as a Priority School?

- How can I review the data regarding this designation?

- What does this mean for our school?

- What are the next steps?

- What supports will be provided to assist with this effort?

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What is a Priority School?

- Identified in bottom 5% if Michigan's Top-to-Bottom list of schools

- Any school with a graduation rate of less than 60% for three consecutive years

- Any school that received SIG funds to implement a turnaround model

- Any school identified in 2010 or 2011 as a PLA (Persistently Lowest Achieving) School

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Priority is the new PLA

- Redefined based on Michigan's ESEA Flexibility Request

- Replaces PLA (Persistently Lowest Achieving)

- Intent is to identify those schools that have ongoing low performance, or a combination of risk factors to support student learning needs

- MCL 380.1280c now applies to Priority schools (in terms of requirements and oversight)

- Uses Top-to-Bottom metric instead of PLA methodology

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How was our school identified as a Priority School?

- Top-to-Bottom ranking of schools
  - *Student Achievement (scale scores, not proficiency cuts)*
  - *Improvement in achievement and graduation rate over time*
  - *Achievement gap between top scoring 30% of students and bottom scoring 30% of students*
- Ranking applies to all subjects tested in the school (not just mathematics and reading)

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How is the Top-to-Bottom list determined?

- For any given subject:
  - *Achievement average (50% of weighted score)*
  - *Improvement / growth (25%)*
  - *Achievement gap - standardized (25%)*

- Subjects are weighted evenly across the school (for those applicable to the school)

- Graduation rate is 10% of overall score for high schools

- Schools are ranked based on overall score from these components

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Top-to-Bottom metrics for elementary / middle schools

- Achievement is a two year average scale score
- Growth is a factor for mathematics and reading (growth of individual students)
- Science, Writing, and Social Studies apply based on grade levels offered in school
- Two year average performance level is standardized for change (improvement or decline compared to other schools)
- School achievement gap
- Graduation rate is not a factor

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Top-to-Bottom metrics for high schools

- Achievement in all subjects is a two year average scale score

- Improvement is based on 4-year trend (student growth is not applicable)

- School achievement gap

- Graduation rate is 10% of overall score

- All subjects are used (mathematics, reading, writing, science, and social studies)

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What attributed to our school being identified?

- Use the lookup table spreadsheet from the Top-to-Bottom website (or open the PDF document provided in early notice messages)

- Open in Excel - you can use the name lookup to identify your school building code

- Enter the school building code to retrieve your specific data

- Review z-scores of all applicable areas

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Lookup Table Results

HS Social Studies

2-yr ave % proficient:	27.9400	2-yr ave student z:	-0.3016	Z:	-0.6264	0.50
		Z-score improvement:	-0.0667	Z:	-1.1173	0.25	Index:	-0.8317	Z:	-1.7814
		2-yr ave z-score gap:	-2.3044	Z:	-0.9566	0.25

2 year average achievement is standardized

HS Writing

2-yr ave % proficient:	33.8250	2-yr ave student z:	-0.4990	Z:	-1.0651	0.50
		Z-score improvement:	-0.1575	Z:	-2.0594	0.25	Index:	-1.5406	Z:	-1.9433
		2-yr ave z-score gap:	-2.4237	Z:	-1.9726	0.25

2 year average achievement gaps in school are standardized

Grad Rate

Improvement/decline from prior years is standardized

Graduation rate:	86.0900	Z:	-0.0531	0.67
Improvement rate:	-1.3820	Z:	-0.3482	0.33	Index:	-0.1515	Z:	-0.1877

Z-scores compare schools

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Analyzing Your Data

Social Studies - For each of the three metrics, look at the Z score to determine if the result is above, at, or below average.

Metric	Above Average $Z > \approx 0.5$	Near Average $Z \approx 0$	Below Average $Z < \approx -0.5$
Achievement (from Column M)			X
Improvement (from Column M)			X
Achievement Gap (From Column M)			X
Overall Social Studies Z Score (From Column T)			X

Social Studies trend: Describe the school's performance from the checks above.

For example: *The school is above average in improvement and achievement gap, but near average in achievement.*

HS Social Studies	2-yr ave % proficient:	27.9400	2-yr ave student z:	-0.3016	Z: -0.6264	0.50			
			Z-score improvement:	-0.0667	Z: -1.1173	0.25	Index:	-0.8317	Z: -1.7814
			2-yr ave z-score gap:	-2.3044	Z: -0.9566	0.25			

How can I review the data regarding this designation?

- Check the email attachment you received with notice of this webinar, or download Lookup Table when posted on the MDE site

- Open this document (PDF image) or the Lookup Table in Excel

- If using the Lookup Table, enter your building code and hit "Enter" to get your school's data for all applicable categories

- Review more extensive data with your assigned Intervention Specialist (Title I schools) or MDE staff

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What does this mean for our school?

- Schools need to develop a reform/redesign plan using one of the four intervention models established by USED

- Plans approved during the 2012-13 school year for implementation through 2015-16

- Plans must address all model requirements

- Plans will be monitored to track plan implementation, progress, and improvement

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The Reform/Redesign Plan

- Four year reform plan using federal intervention models
  - ***Transformation*** - *addresses 11 requirements including replacing principal, evaluation and reward/replacement policies, use of data to inform PD and instruction, increased learning time, family engagement, and operational flexibility*
  - ***Turnaround*** - *similar to Transformation, but also replace 50% or more staff, and change governance*
  - ***Restart*** *(Close and restart with management)*
  - ***Closure***

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The Reform/Redesign Plan

- Overrides/merges with School Improvement Plan; focusing on rapid turnaround

- Incorporates selection of indicators for different requirements based on evidence

- Should be supported by data and research-based practices

- Requires both school and district involvement from multiple stakeholders

- Should be based upon input from a reform team from the school and district

Personnel Considerations

- Turnaround and Transformation plan require replacement of principal

- Turnaround plan also required release and rehiring of up to 50% of staff

- HB 4628 amended Public Employment Relations Act to prohibit collective bargaining on:
  - *Teacher placement or personnel decisions*
  - *Employer's performance evaluation system*
  - *Discharge or discipline of employees*
  - *Classroom observation decisions*
  - *Performance-based method of compensation*
  - *Parental notification of ineffective teachers*

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Curriculum and Instruction Considerations

- Schools must use data to inform curriculum and instruction decisions

- Use of research based instructional program

- Alignment to Common Core State Standards

- Vertical alignment of standards

- Differentiation of instruction

- Increased instructional and collaboration time

- Use Surveys of Enacted Curricula (SEC) to gather process data on curriculum and instruction

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Funding Considerations and District Oversight

- Required district set-aside of 20% for Priority school supports

- Required building set-aside (in addition) of 10% for Priority schools to support reform efforts

- District role is critical

- District is required to oversee and support implementation of reform/redesign plan

- Intervention Specialists work at both school and district level to address reform efforts

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What are the next steps?

- Communicate status to schools and community

- Identify a reform plan team for school/district

- Review data and reform/redesign plan resources

- Review Title I funding for set-asides

- Participate in data gathering and analysis process to inform plan development
  - *Surveys of Enacted Curriculum (check with ISD)*
  - *Process data reviews and dialogue with Intervention Specialists (for Title I schools)*

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Planning Timeline

- September 12 - Technical Assistance Meeting at Lansing Center (2 District and 2 School staff)

- By September 30 - Work with ISDs to schedule Surveys of Enacted Curriculum for teachers

- September - Begin meetings with Intervention Specialists (Title I schools)

- October 19 - Draft Plan submission

- October 31 - Plan review date (Reform team)

- November 29 - Plan submitted in AdvancEd

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What supports will be provided to assist us?

- Intervention Specialist and Data Packets for Title I eligible and receiving schools

- Technical assistance meetings

- Surveys of Enacted Curriculum (SEC) and other process tools to support curriculum alignment and instructional or operational practices

- Planning and implementation resources/info

- Online professional learning resources to support instructional leadership teams

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For More Information

- Priority School Page: *http://www.mi.gov/priorityschools/*

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Questions?

- Please ask any questions now regarding general considerations for Priority schools

- Visit the website for FAQs

- Talk with Intervention Specialists and the aforementioned contacts

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